



SOUTH CONWAY ELEMENTARY

3001 Fourth Avenue
Conway, SC 29527

Grades	PK-5 Elementary School	
Enrollment	585 Students	
Principal	Leon E. Hayes	843-488-0272
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Excellent
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

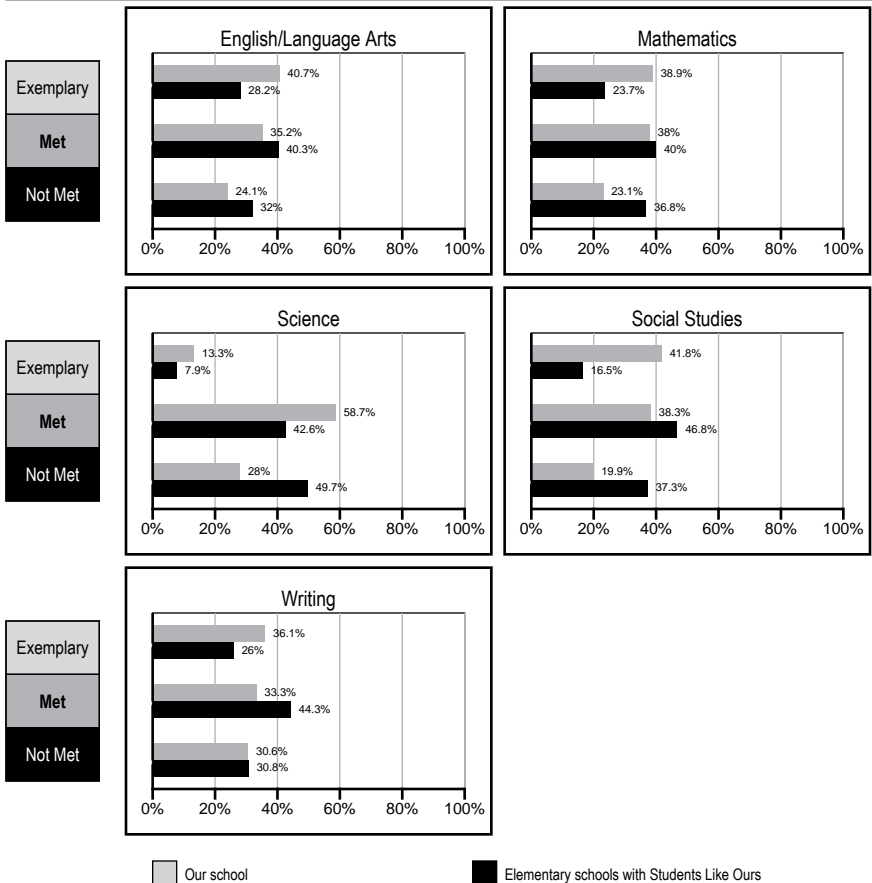
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	8	109	47	16

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=585)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.9%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	11.6%	Up from 11.0%	6.3%	13.4%
With disabilities other than speech	6.7%	Down from 17.1%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	50.0%	No Change	61.5%	62.5%
Continuing contract teachers	87.5%	Up from 84.8%	83.3%	88.2%
Teachers returning from previous year	90.9%	Up from 86.8%	85.1%	87.8%
Teacher attendance rate	94.7%	No Change	95.2%	95.2%
Average teacher salary*	\$50,655	Up 3.5%	\$45,375	\$46,773
Professional development days/teacher	15.9 days	Down from 18.8 days	10.1 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 22.2 to 1	18.1 to 1	19.9 to 1
Prime instructional time	88.1%	Down from 88.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,798	Up 5.6%	\$8,122	\$7,447
Percent of expenditures for instruction**	69.1%	Up from 67.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	61.7%	Down from 62.6%	64.4%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

South Conway Elementary School had an excellent 2010-2011 school year. Our school received the Palmetto Gold Award for overall performance based on our absolute and growth rating. We also received the Palmetto Silver Award for closing the achievement gap based on gains by students in four subgroups. Each grade level participated in Service Learning Projects which helped to address needs in the community. Students also participated in projects such as the American Cancer Society's Relay for Life and the American Heart Association's Jump Rope for Heart. We continued the implementation of a 21st Century grant for students in grades 3-5. These students received enrichment in dance, drama, technology, hands-on science, horseback riding, and homework assistance. Incentives and recognition programs were continued to encourage students to do their personal best in all academic and character areas. A morning show was implemented to allow students to produce and present the morning announcements each day.

Early intervention continues to be the focus in our school. Interventions through an RTI model were provided for students in both reading and math based upon their academic needs. Our Reading Recovery program discontinued 35 first grade students at 92% discontinuation rate. Teacher, student, and parent conferences were held throughout the year to discuss student achievement goals and student progress.

Our PTO sponsored successful fundraising activities to encourage parent involvement and provided needed supplies for all classrooms. Our Title I budget supported additional technology, a Reading Recovery teacher, a Family-School Coordinator, a curriculum coach, and parent workshops. Many local business partners provided incentives for our students and staff. We continued to partner with Coastal Carolina University to sponsor mentors for students and to provide practicum and intern opportunities for future teachers. We are fortunate to have the community support for our school.

South Conway Elementary School is proud of the successes and the progress they are making.

Leon E. Hayes, Principal
Lora Hucks, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	71	55
Percent satisfied with learning environment	100.0%	90.1%	94.2%
Percent satisfied with social and physical environment	100.0%	88.6%	94.5%
Percent satisfied with school-home relations	95.8%	88.6%	88.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP-HOLD
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	240	99.6	25.3	34.7	40	85.3	85.5	82.4	Yes	Yes
Gender										
Male	115	99.1	28	37.4	34.6	83.2	82.5	78.7	N/A	N/A
Female	125	100	22.9	32.2	44.9	87.3	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	113	99.1	22.3	33	44.7	83.5	90.1	88.9	Yes	Yes
African American	103	100	29.6	37.8	32.7	84.7	73.6	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	16	100	18.8	37.5	43.8	93.8	81.3	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	61	100	46.6	31	22.4	74.1	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	27.3	35.8	36.9	84.5	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	240	99.6	24.4	38.2	37.3	84.4	86	81.9	Yes	Yes
Gender										
Male	115	99.1	26.2	37.4	36.4	81.3	84.1	79.9	N/A	N/A
Female	125	100	22.9	39	38.1	87.3	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	113	99.1	19.4	33	47.6	88.3	90.8	88.9	Yes	Yes
African American	103	100	30.6	45.9	23.5	80.6	73.1	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	16	100	18.8	31.3	50	81.3	83.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	61	100	36.2	46.6	17.2	74.1	55.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	25.1	41.7	33.2	83.4	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	160	100	27.3	58.7	14	72.7	74.8	68.6
Gender								
Male	81	100	27.6	59.2	13.2	72.4	74.4	68.3
Female	79	100	27	58.1	14.9	73	75.2	68.9
Racial/Ethnic Group								
White	78	100	12.7	63.4	23.9	87.3	83	80.7
African American	66	100	42.9	50.8	6.3	57.1	53.8	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	44	100	34.1	56.1	9.8	65.9	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	137	100	32	57	10.9	68	66.8	57.3

Social Studies

All Students	156	99.4	21.1	38.8	40.1	78.9	77.8	72.5
Gender								
Male	74	98.7	21.7	39.1	39.1	78.3	77.5	72
Female	82	100	20.5	38.5	41	79.5	78.1	73.1
Racial/Ethnic Group								
White	76	98.7	16.9	36.6	46.5	83.1	83.7	81
African American	67	100	28.6	41.3	30.2	71.4	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	38	100	44.7	42.1	13.2	55.3	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	126	100	23.5	38.7	37.8	76.5	71	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	83	92.8	29.6	33.8	36.6	70.4	76.6	73.2	96.2	95.8
Gender										
Male	40	90	36.4	36.4	27.3	63.6	71.3	67.2	95.7	95.8
Female	43	95.4	23.7	31.6	44.7	76.3	82.2	79.4	96.8	95.8
Racial/Ethnic Group										
White	42	92.9	26.5	29.4	44.1	73.5	82.2	81.5	95.4	95.5
African American	34	94.1	32.3	41.9	25.8	67.7	61	61.3	97.1	96.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	88	87	97.2	96.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.7	66.7	96.6	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	94.2	94.4
Disability Status										
Disabled	17	82.4	53.8	38.5	7.7	46.2	32.7	26	95.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.4	65.7	95.6	96.6
Socio-Economic Status										
Subsidized meals	66	95.5	33.9	37.3	28.8	66.1	69.2	63.2	96.2	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	81	100	29.2	23.6	47.2	70.8
	4	82	100	24	50.7	25.3	76
	5	105	100	16	42	42	84
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	18.2	22.1	59.7	81.8
	4	76	100	29.2	33.3	37.5	70.8
	5	84	98.8	28.9	48.7	22.4	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	81	100	33.3	30.6	36.1	66.7
	4	82	100	20	49.3	30.7	80
	5	105	100	35	30	35	65
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	80	100	29.9	31.2	39	70.1
	4	76	100	15.3	40.3	44.4	84.7
	5	84	98.8	27.6	43.4	28.9	72.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	41	95.1	51.5	27.3	21.2	48.5
	4	82	100	24	58.7	17.3	76
	5	53	100	30	56	14	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	41	100	38.5	51.3	10.3	61.5
	4	76	100	12.5	68.1	19.4	87.5
	5	43	100	43.6	48.7	7.7	56.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	40	95	22.9	37.1	40	77.1
	4	82	100	24	53.3	22.7	76
	5	52	100	40	40	20	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	39	100	26.3	34.2	39.5	73.7
	4	76	100	15.3	43.1	41.7	84.7
	5	41	97.6	27	35.1	37.8	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	81	95.1	34.8	27.5	37.7	65.2
	4	82	93.9	33.3	37.5	29.2	66.7
	5	104	99	24.2	40.4	35.4	75.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	92.8	29.6	33.8	36.6	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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